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AESTRACT

Guidelines are derived from analysis of the program policies and practices employed by administrators and coordinators of work study programs for educable mentally retarded high school students in Ohio. Described are different phases of work experience programs which allow students to explore possible vocational choices, to be trained in a particular area, and to prepare for the adult working world through workshop or community placement. Initiation of successful programs is said to involve interpreting work study programs to administrators, school staff, students, parents, and the community. Also stressed are the importance of in-school work experience; the identification of in-school and community work stations; assessing vocational readiness; community work study; developing an advisory committee of local businessmen, community leaders, and civic organization representatives; and utilizing services of community agencies. The role of the work study coordinator is discussed in relation to various responsibilities, including locating and screening potential work placement stations, evaluating and assisting students, initiating followup studies of program graduates, and functioning as a liaison between the school and community agencies. Instructional objectives are identified for primary, intermediate, junior high, and senior high levels. Administrative guidelines are presented for the following areas: program development, administrative involvement, criteria for selection of program coordinator, funding, extended summer services, and cooperation among programs. (GW)

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EMR

EDUCABLE MENTALLY
RETARDED PROGRAMS

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OHIO DEPARTMENT
OF EDUCATION
COLUMBUS, OHIO

EC 051 394

1972

Guidelines Work - Study Phase of E.M.R. Programs

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Guidelines Work-Study Phase Of E.M.R. Programs

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PREFACE

A growing concern among Ohio educators has been a realistic approach toward meeting the needs of the high school aged educable mentally retarded pupil. As a result of the concern, work-study programs have been incorporated in the special education curriculum and have proven to be the most effective training device available. It has created a meaningful and purposeful educational program for EMR students, providing them with a practical, realistic experience which effectively prepares them for adulthood. Work-study programs not only have become a major segment of the high school program but have created meaning for the entire EMR curriculum, primary through high school.

The professional staff of the Division of Special Education has witnessed a growing demand among school administrators for guidance in meeting problems relative to developing and implementing work-study programs for EMR students.

This publication has been developed with the desire that it will serve as a guide to those educators who are concerned with and share the responsibility for work-study programs for EMR youngsters at the secondary level. The suggested guidelines on the following pages represent the compilation and analysis of work-study program practices and policies that are presently being used throughout the state by administrators and work-study coordinators.

It is sincerely hoped that this publication will serve the purpose for which it was designed and requested.

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Columbus, Ohio 43204
1972

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Chapter I

Introduction

As educators in Ohio have found the need to expand educational services for educable mentally retarded children, the necessity for providing an effective curriculum that is socio-occupationally oriented has been realized. The following pages attempt to describe and provide suggestions for the development and implementation of the work experience phase of the EMR program.

In Ohio the educable mentally retarded are children within the approximate I.Q. range of 50 to 80. Given an educational program which recognizes their potentialities and particular needs, they are capable of some degree of achievement in traditional academic subjects and can realize some measure of success in reaching society's goal of being self-supporting, contributing and responsible citizens.

Due to the general nature of educable mentally retarded children it has been found that they must be specifically taught, in 12 to 14 years of schooling, the many social and work skills which for the normal child may be obtained through incidental learning. Therefore, the objectives of the work-experience phase of this program are:

a. to provide an instructional program that will assist each student to develop and evaluate his work skill

b. to give each student an opportunity to apply these work skills in a realistic situation

c. to provide supervision and counseling during their job placement

These objectives support the fact that the educable mentally retarded learn most effectively when provided with realistic and practical experiences. An effective work-study program is a valuable vehicle for providing this type of experience.

Research — A considerable number of studies of former public school retardates have been undertaken nationally. Several of these were conducted in Ohio: Phelps, 1956;[1] McPherson, 1964, Dayton;[2] Neisen, 1965, Cincinnati;[3] Dyck, 1969, Montgomery County.[4] These and other studies

1. Phelps, H. R., Exceptional Children, 1956, 23, 58-62, and 91. Postschool adjustment of mentally retarded children in selected Ohio cities.
2. McPherson, Hoyt. Developing a Work-Experience Program for Slow Learning Youth. Ohio State Dept. of Education, Division of Special Education, 1964 Mimeographed.
3. Neisen, Norman J. A study of certain characteristics of Educable Mentally Retarded pupils who graduated and who did not graduate from the Cincinnati Public Schools' Special Education Programs. Colorado State Univ., 1965. (Unpublished Doctoral dissertation.)
4. Dyck, Donald. A comprehensive follow-up study of work-study graduates in Montgomery County, Ohio. ESEA Title VI B, Project number 51MR69, December, 1969.

present considerable evidence that graduates of EMR programs who are provided a work-study experience:

a. enjoyed a higher employment level
b. earned higher wages
c. had lower employment attrition
d. maintained greater tenure
e. tended to improve their occupational status when they did leave a job
f. were more financially independent
g. seemed to be better adjusted economically
h. enjoyed better home conditions than EMR students who had not participated in such a program

Description of Work-Experience — Since work study is a phase of the total educational program, the school has a responsibility to:

a. adopt a plan that describes the roles of the student, the school and the employer
b. assign qualified personnel to direct the program and coordinate student jobs with the instructional program of the school
c. make certain that work done by the students is of a useful, worthwhile nature and that federal, state and local laws and regulations are followed
d. evaluate, with the help of the employer, the work done by the students, and award credit for work successfully accomplished and enter pertinent facts concerning the student's work on his permanent record[5]
e. develop a course of study that will enable the student to fulfill the necessary requirements for graduation

Levels of Work-Study — As reinforced by a recent state survey of work-study programs for EMR students, the most effective breakdown of work-training and experiences provided is a four level approach. This approach is dependent upon an elementary emphasis on pre-occupational orientation through related classroom experiences. The four level approach implemented by many school systems in Ohio, is represented here.

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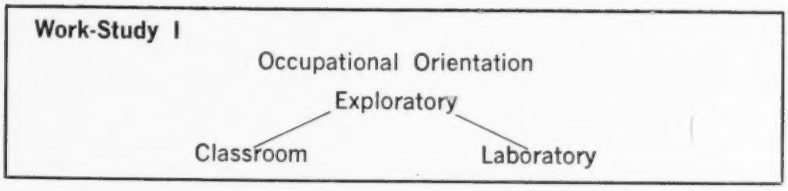
5. California. Report of study of Work Experience Programs in California High School and Junior Colleges. Sacramento: State Dept. of Education, Preliminary Edition, September, 1955. Page 24.



Most school districts have an academic course offering entitled "Occupational Orientation". At the Work-Study I level the emphasis of this course is exploratory in nature.

The classroom instruction should involve the student in an exploration of many occupational areas. These occupational areas can be selected on the basis of student interest, community availability, or through the use of resources such as the Dictionary of Occupational Titles, The Occupational Outlook Handbook and The Occupational Survey.

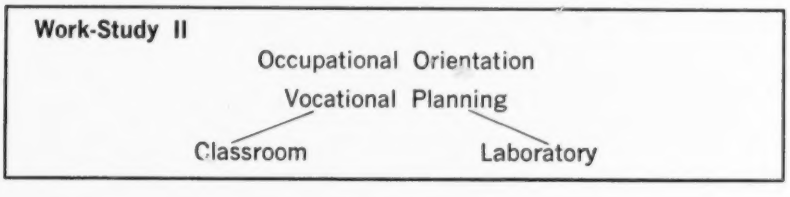
The purpose of this instruction is to increase the student's knowledge and awareness by examining many occupations and answering such questions as:

1. What skills are required of the workers?
2. Does this job require previous training or experience?
3. Will there be a future need for workers in this occupation?
4. How does one obtain employment in this occupational area?

This investigation can be accomplished by field trips to local industries, by resource people from industries coming to the classroom and by films and printed materials describing various occupational areas.

The in-school work experience should also give the student an opportunity to explore various work stations which require him to use different work skills. This in-school experience is basically a work laboratory because it is structured and planned to give the student specific opportunities to apply skills and concepts presented in the classroom. It serves as a medium for the practical application of learning in the areas of social studies, language arts, arithmetic and science.

Planned work-experiences in this laboratory setting generally consist of 15 thirty-minute assignments. These supervised work activities provide the teacher an opportunity to evaluate the student's ability to apply specific classroom experiences in a realistic situation. This evaluation process provides the teacher data which has implications for instructional planning for the student.



The accumulated experiences of job and skill exploration gained at the Work-Study I level provides the foundation for the student's entry into Work-Study II. The emphasis of the occupational offering at this level is geared to assist the student in developing a vocational plan.

The classroom instruction should involve the student in acquiring more detailed information about specific occupational areas. As the student becomes aware of the specific skills required of workers in a particular area, opportunities to evaluate his own competencies should be provided him in the work laboratory setting. This process of matching his skills to those required of workers in a particular occupation can help him establish a realistic vocational goal.

The planned work-experiences in the laboratory setting generally consist of 30-minute to one-hour assignments. These supervised work activities provide the teacher an opportunity to evaluate the student's progress in the development of particular work skills. This data is used to assist students in the development and modification of their vocational plan.

A valuable resource person in this vocational planning process is the school's guidance counselor. He can be of particular assistance for the student through individual counseling sessions and by administering interest inventories or aptitude tests.

Work-Study III

The major emphasis at this level is to help the student implement his vocational plan. The approach used to assist the student will vary according to the plan itself. For some it may involve more specific instruction or training within the school, perhaps in a vocational program. For others the most appropriate training may be obtained through a community job placement which has been screened by the work-study coordinator. This training or placement may consist of assignments of one hour to one-half of the school day.

Work-Study IV

This is the final phase in the school's work-study development sequence of preparation of EMR students for the adult world-of-work. As in Work-Study III the major objective is to help the student implement his vocational plan.

It has been found that many EMR students need to experience full-time work for at least a portion of their senior year if they are to make a smooth transition from the school work-study program to full-time employment in the community as an adult.

As in Work-Study I, II and III, the students will need school supervision and evaluation if they and their employers are to realize maximum benefit from their placement situation.

Requirements for Graduation — State Board of Education Standard 215-07 Section E (3) (c) states, "The curriculum of an approved unit in high school shall include the minimum requirements toward graduation as established by the Ohio High School Standards."

Seventeen units of credit above the eighth grade, as a minimum, shall be: English — 3 units, social studies — 2 units (one unit must be American history and government), science — 1 unit, mathematics — 1 unit, and health and physical education — 1 unit. Credits, or their equivalent, earned in the ninth grade of a chartered junior high school shall be counted toward graduation.

Diploma — Upon the completion of the 17 units of credit in the prescribed curriculum for EMR students, a regular diploma used by the school's graduating class will be issued.

- In those districts *where current policies dictate* that high school diplomas be differentiated according to curricula, the diplomas for the educable mentally retarded pupils may be differentiated also. However, the *terminology* utilized should specify the curriculum completed, rather than the handicap of the pupil.
- Official school records should indicate clearly that the pupils were enrolled in a special education curriculum.
- It is now evident that more than 50 percent of the businesses and industries in the United States will not hire individuals, even to do unskilled work, who have not graduated from an accredited high school. It is essential, therefore, that every EMR student who successfully completes a prescribed curriculum at the high school level, *and has successfully completed at least one year's experience in the work-study program* or otherwise demonstrated his work ability should be honorably graduated from the high school which he attended.

Course of Study — The following is one sample course of study for high school EMR programs which incorporates work-study as an integral part of the curriculum pattern required for graduation:

9th grade level — 4½ units

English 9
General Mathmetics 9
General Science
Occupational Orientation I
Health & Physical Education
Elective (Art, Chorus, Band,
Home Economics, Industrial Arts)

10th grade level — 4½ units

English 10
General Mathematics 10
Ohio History
Occupational Orientation II
Health & Physical Education

11th grade level — 4 units

English 11
Personal Mathematics
American History & Government
Work-Study — ½ day*

12th grade level — 4 units

Business Math/Record Keeping
(Night Seminar)
Work-Study — full day*

* Community work experience should be treated as a Laboratory course, thus requiring 160 clock hours for 1 (one) credit.

Chapter II

Pre-Planning For Work-Study

Successful Approaches to Initiate the Work-Study Phase — There is no single formula for successfully initiating the work-study phase of the EMR program. There are, however, points in common among approaches which most work-study coordinators and administrators agree help achieve success.

One major ingredient for insuring success is laying the proper ground work. Work-study, like any educational program which is expected to gain continued respect, will need to be interpreted to everyone who will be touched by it. This should include the administrators, teaching and non-teaching staff members of the school, the students in the program, their parents, and finally, the community. When people are helped in understanding the purpose and goals of such a program, they are more likely to accept it and help in its development.

Interpreting Work-Study to Administrators — The involvement of the school's administrative staff is essential for effective EMR program development.

It is suggested that a statement of the goals and objectives of the program be prepared for the administrators. This statement should include information that explains how a work-study program can help these students make the transition from school to the world of work and independent living.

Statistical data may prove helpful in relating and substantiating the fact that work-study will help a large percentage of these students become independent, contributing citizens.

The State Board of Education has mandated that within three years of the initiation of a high school EMR program, work-study will be made a part of the curriculum offering. (State Board Standards, 215-07, El, B).

Studies have also shown that EMR students tend to remain within the area where they were educated. Therefore, the responsibility for the education of these children is magnified and must be realistically accepted by the local school administration.

Interpreting Work-Study to the School Staff — The non-teaching staff (cooks, custodians, librarian, etc.), who serve as job area supervisors must be helped to realize the important role they play in the in-school training.

Many school systems have found it effective in interpreting the idea of work-study if the superintendent or building administration assist the special education teacher or coordinator in explaining the program on

an annual basis at a teachers' meeting, and at a meeting of the non-teaching personnel.

Interpreting Work-Study to the Student — There are seldom problems in convincing high school age EMR students of the benefits of the work-study phase of the educational program. However, there are some basic understandings that the student must grasp before this phase can be started. He must understand that:

1. This is an educational program.
2. He has certain obligations and responsibilities to the school as well as to his employer.
3. Before being placed in the community certain work-skills and habits must be developed and demonstrated in the in-school program.

Many coordinators have developed with the students a list of responsibilities of the student trainee. This list might include such things as:

1. Time spent in employment during the school day is regarded as time spent in school, and regular attendance is required both at school and on the job.
2. Students must notify the employer and the school if illness or an emergency prevents them from reporting to work.
3. Students may not leave their jobs or accept jobs without consultation with the work-study coordinator.

Interpreting Work-Study to Parents — Parents of high school age EMR students are concerned about what is going to happen to their son or daughter. They want to know if he will be able to get and hold a job, if he will be able to function independently or if they must make provisions for his future. Parents are not too interested in statistics and research. They are interested instead in what is going to happen to *their child*. Before work-study is established, parents of the students who will participate in this phase must be given a complete explanation.

It should be made clear that work-study is an essential factor in the education of their youngster. It offers an opportunity for practical work training under school supervision with the result in most cases of helping their child make an effective start as an adult. Their youngster's interests, aptitudes, and attitudes will be carefully evaluated to help determine appropriate placement, as well as training. He will receive continuous occupational guidance, evaluation, credit toward graduation, and wages commensurate with his ability to perform on the job. The program will also help their youngster learn how to budget his income effectively. Parental cooperation is most essential if the child is to benefit from work-study.

To interpret work-study to parents effectively, coordinators should

schedule parent conferences. The conference with parents should dwell upon:

1. the importance of work-study as part of the educational program
2. the need for the parent's child to participate in work-study
3. the specific objectives the school has for their child
4. the requirements for participation in work-study
5. the ways in which parents can help

Interpreting Work-Study to the Community — To insure the success of work-study, it will be necessary to explain the school's endeavor to educate EMR youngsters through this program and its importance to both the educable mentally retarded and society.

Although many coordinators start by knocking on doors, another approach might be to organize a committee of industrial and commercial leaders to assist in explaining the program to others in the community.

Another approach which has proved particularly effective in the smaller cities and rural areas is for a representative of the school (work-study coordinator or administrator) to approach local service organizations of professional and lay-people to explain work-study and solicit their help. Groups such as Chamber of Commerce, Exchange Club, Junior Chamber of Commerce, Kiwanis, Lions, Optimist International, Parent's Organization, and Rotary are prime examples.

Various news media have been used effectively by school work-study personnel as a method of promoting community awareness. Publicity through local news media is an effective tool which can and should be generalized in nature and needs to be positive, explaining goals, purposes, procedures and the like. The media should not be used to the point of alienating, through super-saturation, those considered friends of the program. Publicity, in good taste, stimulates employer interest in participating in this work training program. It also serves as a means of educating the largest number of people quickly and easily. The news media approach, however, does not supplant the need for personal contacts between school and community.

One general conclusion can be drawn. Not only too much publicity, but also the wrong kind of program publicity, is dangerous. In preparing such information for publication, consideration should be given to the various reactions of the students, parents, employers and persons unfamiliar with work-study or to special education.

In-school Work Experience — In-school work experience provides many pupils with their first real encounter with the world of work. For this reason it is imperative that the experiences are well-planned and highly-structured to insure the development of appropriate occupational skills.

When planned effectively, the in-school program can become a work laboratory where the coordinator can limit, control and structure the

work environment according to the needs of the student. This work laboratory can provide a realistic setting for the student to apply the skills and concepts presented in the classroom setting.

As a laboratory, it is important that the in-school experiences simulate, as nearly as possible, actual work situations. In order to accomplish this realism, some coordinators have required the students to complete an application form and be interviewed for the job. They require the students to report for work and either sign a work schedule sheet or use a time clock. They keep production records on the students and offer salary and job promotions based on increased productivity. An effective in-school program is dependent not only upon the planning and creativity of the coordinator, but also upon the understanding and acceptance by all persons connected with it.

The students, their parents, the teaching and non-teaching staff must become aware of the purpose and importance of this type of training. They must be alerted to the fact that in-school work-study is an integral part of the student evaluation, that participants will earn credit toward graduation, and will be helped in the development of job skills which will lead to effective vocational placement.

Job Area Supervisors — Supervisors, whether in-school or community, will need to be selected with care, and job descriptions must be rather specific for the benefit and protection of the worker and supervisor. It should be pointed out, however, that the job description should be sufficiently open-ended to allow for additional job training experiences which may not be anticipated in the original writing of a job description.

Job area supervisors within the school will need to be informed of the following, prior to initial placement of trainees:

1. The job area supervisor will be assisted in the supervision of assigned pupils by the work-study coordinator.
2. The coordinator is not evaluating the job area supervisor, but works with him for the maximum benefit of the trainee.
3. Problems involving in-school trainees should be discussed with the work-study coordinator before action is taken, whenever practical to do so.
4. Job area supervisors need to be aware of specific handicaps of individual pupils. (e.g. hearing, vision, coordination, hyperactivity, etc.).
5. Students need to be given directions in the form of demonstrations, one step at a time, with adequate repetition until learned.
6. The pupil placed under supervision is there to assist in work and to learn. It is not the intention to replace regular school employees by students.

7. The importance of developing positive work habits such as punctuality, reliability and ability to profit from criticism should be stressed.
8. Student discipline is not expected to be handled by the job area supervisor. When possible, any such situations should be presented to the school work-study coordinator.

Potential In-school Work Stations — A breakthrough in thinking among educators has transpired over the past decade regarding the range of work station possibilities for slow learners. Each youngster must be individually diagnosed as to job interests, aptitudes and abilities, as tempered by related available work stations in the locale. The following are some suggested training areas within school settings:

Cafeteria

Dish and utensil processing (tray and plate stacking)
Vegetable and foods preparation
Area clean-up (sweeping, mopping, etc.)
Trash disposal
Milk distribution
Table and floor cleaning
Food serving (line worker)
Plate scraper
Dishwasher
Salad Maker

Custodial

Flag Care
Cleaning halls, cafeteria, rooms, gymnasium
Waxing
Furniture reconditioning
Delivery of supplies
Window washing
Assistant in minor repairs
Locker room maintenance
School laundry
Learn general lavatory care and maintenance

Library

Sorting
Stamping
Filing
Re-shelving
Typing
Cleaning and dusting
Magazine section maintenance

Office

Stapling, sorting, counting
Stuffing, stamping
Hallway monitors
Ditto and mimeograph
Delivery and messenger service

Grounds

Sweeping
Shoveling
Planting
Trimming
Bleacher maintenance
Sports field maintenance and care
Campus clean-up

Others

School nurse helper
Teacher car wash
Bus cleaning
Shop toolroom manager
Audio Visual Aids assistant
Inter-school mail (delivery assistant)
Sports equipment manager
Bandroom helper
Elementary teacher assistant
Elementary playground assistant

Pre-Vocational Learning Center — Due to limited effective work training stations some school districts have established pre-vocational learning centers.

The purpose of these centers is to assess the students' capabilities and general vocational readiness by providing varied job tasks subcontracted from the school or industry.

The students report to this center just as they would to an in-school job station. They are presented with jobs of varying degrees of difficulty. Production norms are established for each job which facilitate an objective evaluation of the abilities, aptitudes and general vocational readiness of the students involved.

Community Work-Study — Community work-study complements in-school work experience and provides the most practical kind of educational experience possible. From these experiences the pupil learns to meet the pressures of daily work, to adapt to a sustained routine, to function as a part of a team with other employees, to work effectively under various supervisors and to earn and adequately control an income.

Community work-study often reveals strengths and weaknesses of the student as a worker which the school program is unable to do in the less realistic school-work experiences it is able to provide. More effective counseling, guidance and training can thus be realized for the participating student.

Possible work stations should be carefully screened by the coordinator for appropriateness, working conditions and adequate supervision.

The work-study coordinator should make initial contact with the prospective employer regarding participation in the school work-study program. The coordinator's visit should not be limited to just 15 minutes or two hours, but should be governed by the amount of time the employer, or his designated representative, is willing or able to devote to the visit. It is helpful to:

1. inquire about the business
2. explain the school's work-study program
3. tour the facilities to help identify job areas
4. identify employer willingness to participate in the work-study program
5. evaluate whether the work station would be an effective training experience and whether the employer would be able to work with the child

The Job Survey — One technique found helpful to many work-study coordinators in the initial stages of program development is to survey the local area for potential placement stations. This survey should be executed by the coordinator prior to the time when students are placed on community work experiences.

A typical sequence in conducting such a survey is to start by collecting names, locations and telephone numbers of all possible employing establishments. Advertisements in the local newspaper and in the yellow pages of the telephone directory can provide much of this information. Usually, local Chambers of Commerce have literature available which offers an overview of the various types of businesses and industries in the area as well as other related and pertinent information.

Once this general data is collected, written contact is made with these establishments. A brief outline of the school's work-study program and request for permission to visit the establishment in the near future to explain the work program in more detail and help identify possible job stations is included.

This written contact with employers is initiated through the work-study coordinator or the school administrator. It is then the responsibility of the work-study coordinator to follow up with a telephone contact to establish a convenient time for such a visit. It should be pointed out to the employer that the school is not expecting to place students at this time, but rather merely wishes to survey selected employers for possible job stations. This information will supply the school's work-study program with a "data bank" of various community placement stations to be considered for individual students coming through the program from year to year who demonstrate specific aptitudes for a given type of work.

Advisory Committee — Another approach is to develop an advisory committee consisting of local businessmen, community leaders and people active in various civic organizations. This group can:

a. help locate job placement stations
b. help disseminate information concerning the program to the community
c. act as a sounding board of the community
d. suggest approaches that would be most effective when working with other businessmen in the community

Community Agencies — The most effectively organized programs are those which anticipate the need for involvement of the community. The responsibility for preparing EMR students for adult living must be shared by the community and community agencies. The full utilization of services available through various local agencies results in maximum benefit to the children. It is more often found that the paucity of services of community agencies is due to inadequate solicitation rather than to the lack of their desire to be of service.

Particular emphasis should be given to explaining the school's program and purpose, as well as improving services to the children through a better understanding of the various services offered by community agencies. Community, county, state and federal agencies need to be utilized for an effective program.

Some of the community agencies that can provide services for the retarded are:

Bureau of Vocational Rehabilitation —

Goal: Provide rehabilitation services to handicapped persons for the purpose of rendering them employable.

Services include:

Vocational counseling, diagnostic examination, physical restoration services, vocational training and related job placement. These services are open to anyone who qualifies and is a resident of the State of Ohio and who is of employable age.

Financed by state taxes and federal funds; administered by Ohio Rehabilitation Services Commission.

Goodwill Industries —

Goal: A sheltered workshop and rehabilitation center providing the following rehabilitation services to the handicapped: work evaluation, personal adjustment training, work adjustment, vocational counseling and guidance, skill training, work experience, job placement and transitional and long term sheltered employment. Provides recreational, social, educational and vocational opportunities through the inspiration of religion and employment.

Rehabilitation services are financed by United Appeal funds through United Community Council. Workshop activities are financed through the industrial program of Goodwill Industries. Individual contributions are used for the purchase of equipment and building expansion.

United Cerebral Palsy —

Goal: Operate a Cerebral Palsy Center for teenagers and adults, victims of cerebrovascular accidents and any group which cannot get services elsewhere. Provides medical diagnosis, evaluation and prescription; physical therapy; speech therapy; occupational therapy; psychological testing and counseling; social casework; special education; social activities; transportation and research.

Association for Blind —

Goal: To provide recreation, braille instruction, casework, workshop and rehabilitation service for blind and partially sighted.

Services or programs for the retarded: Parents of retarded blind children are invited to attend parent meetings for discussion of preschool problems.

The Ohio Bureau of Employment Services —

Goal: To bring opportunities to all employable people in the community

Services:

Testing: proficiency test, aptitude test, training programs, Ohio Worker Training Program, Manpower Development and Training Program, placement, employment counseling and labor market information.

Handicapped:

Special emphasis is placed on assisting the handicapped in using their greatest abilities in jobs in industry and business. Services to handicapped are available to all local Employment Service Offices. Cooperation and coordination are closely maintained between the ES and other agencies servicing the handicapped.

Job Placement Axioms —

1. Since nothing succeeds like success, it is beneficial to make your initial placement successful.
2. Do not place a student in a job that requires academic skills he cannot handle.
3. Be cautious in placing a student in a business that promotes workers to supervisory levels based on seniority.
4. Have a good understanding of each business, what it produces, and some of its policies prior to making a placement contact.
5. Match the student to the job.

Chapter III

The Role of the Work-Study Coordinator

The Role of the Work-Study Coordinator — The role of the work-study coordinator is to implement the work experience phase of the EMR program. In order to accomplish this, he must assume certain specific responsibilities. The following is an attempt to identify these specific responsibilities and provide suggestions for their implementations.

1. **Serve as a resource** to other special class teachers relative to the occupational orientation phase of the curriculum:
   a. Provide information relative to employer expectations
   b. Assist in planning an instructional program that will help particular students overcome job related problems
   c. Supply teachers with instructional materials such as application blanks, labor law posters, minimum wage regulations and similar materials for use in the occupational orientation classes
   d. Assist teachers by planning field trips to businesses and arranging for employers to visit the classroom

2. **Interpret the program** needs, goals and purposes to all of the people who will be affected by it:
   a. Give talks to civic groups, parent groups and teachers' organizations such as Chamber of Commerce, Kiwanis and Rotary
   b. Conduct parent conferences
   c. Work with the administrator to determine policies related to the course of study which will lead to graduation

3. **Locate and screen potential work placement stations:**
   a. Be aware of the *Labor Laws and Regulations* that pertain to employment
   b. Be familiar with the legal requirement for the issuance of *age and schooling certificates.*
   c. Secure a minor's agreement — a minor's agreement form must be filled out in duplicate by the employer of minors under 21 years of age and one copy of it must be given to the minor. This form is an agreement between the employer and the employee as to the wage the employee will receive.

OHIO DEPARTMENT OF INDUSTRIAL RELATIONS
Division of Women and Minors and Minimum Wage

Section 4109.42 of the Ohio Revised Code provides in part:

1. Employer must give any person under 21 years of age a written agreement as to wages or compensation he or she is to receive
2. Must give statement of earnings due minor on or before each payday
3. Must give notice of change in wages or compensation 24 hours before effective date

4. **Evaluate and assist students** involved in the work-study experience phase of the program:

   a. Assist the guidance department in developing the vocational testing program for EMR students. Some coordinators have found that the Ohio Vocational Interest Survey (OVIS) and the General Aptitude Test Battery (GATB) have been effective tools to assist in counseling process.

   b. Contact all work stations an average of once every two weeks (this varies according to individual needs). These periodic visits are necessary to develop an appropriate educational program and to insure the continuity between school and work.

   c. Prepare written evaluation of the students. The work-study coordinator should meet with the employer and prepare a written evaluation of each student at least once every grading period. These evaluations together with other pertinent information should become a part of the student's work experience record.

   d. Assist in solving transportation problems. Student transportation problems in getting to and from work should be the concern of the work-study coordinator. One responsibility to be assumed by the work-study coordinator is to lend assistance to the students in finding a solution to such problems. However, the responsibility of transporting students on a regular basis should not be assumed by the coordinator.

   The problem of transportation has been handled in various ways among the many work-study programs in the non-metropolitan areas. The following suggestions reflect some school approaches to the problem:

1. Student car pool
2. Parent car pool
3. Students hire an adult (with a chauffeur's license) to deliver and pick them up daily
4. Solicit the donation of a station wagon from a local car dealer and the school board employ the driver

In securing job training situations for the students, it must be remembered that work experience is an integral part of the curriculum. Therefore, the coordinator should ask himself, "Is this work situation under consideration so located geographically that I will be able to offer adequate supervision?"

5. **Conduct Weekly Seminars for Seniors** — Realizing the need for further training in an academic setting for seniors participating in full-time work experience, many coordinators conduct senior seminars. The purpose of these seminars is to plan experiences in those things that the student will be required to do as an adult. Such topics as budgeting their income, preparing income tax forms, renting an apartment, installment purchasing, and preparing for graduation, etc., should be covered. These seminars may be conducted during the evening or during school hours, depending on the work schedule of the students.

6. **Initiate Follow-Up Studies of Program Graduates** — Evaluation is a desirable and essential aspect of any special education program for EMR students. A study of what happens to program participants after graduation can serve as a valuable instrument in assessing total program effectiveness. This study should encompass all students who have completed the school's work-study program and should focus on their successes and shortcomings as related to such points as:

   1. Social Adjustment
      a. Marital Status
      b. Financial Status
      c. Assuming citizenship responsibilities
   2. Occupational adjustment
      a. Employment longevity
      b. Personal rating of employment
      c. Employer or Supervisor rating
   3. Student's Suggested Improvements in the Work-Study Program
      a. Weaknesses in program offerings
      b. Strengths in program offerings

7. **Function As a Liaison Between the School and the Community Agencies** — The coordinator should be familiar with the community agencies and the services that they provide. He should be aware of the referral procedures and the eligibility requirements. He should also know of other training programs in the community and be of assistance in enrolling students in these programs.

Age and Schooling Permits — EVERY student who is working on a school approved cooperative program or other work-experience program MUST have a proper age and schooling certificate (work permit).

It is emphasized that just because the student is employed through a school-approved program does not relieve the student from the obligation of having a work permit filed with his employer. Vocational education or special education teachers who are responsible for work experience programs have not always been aware of this fact, or they have felt that the work permit was of little importance. There are penalties which can be imposed for failure to issue a proper certificate. In addition some employers who have been penalized for improper employment practices, due to misinformation from school personnel, have been most reluctant to continue participation in work-experience programs.

A child MUST have a new work permit for each NEW job. Work permits are NOT transferable. Students may not carry the same work permit from job to job. It should be emphasized that the Application for Employment Certificate form and the Pledge of Employer are NOT proper age and schooling certificates, and are therefore NOT legal work permits. Many school personnel feel that these are valid work permits, but they are not. Students who attend parochial or private schools MUST obtain age and schooling certificates from the office of the public school superintendent in the school district in which the student resides.

Even for part-time employment, every child must have a valid age and schooling certificate, except for those jobs classified by law as irregular employment. When any doubt exists, it is always best to have the student apply for the proper age and schooling certificate.

No minor under 16 years of age shall be engaged in school AND be employed more than nine hours together in one day. However, a student sixteen to eighteen years of age may attend school full time AND in addition work a full forty-eight hour week. Such a student might therefore attend school for thirty hours a week and work forty-eight hours for a total of seventy-eight hours. Experience has shown that upon occasion such employment opportunities may actually create school dropouts, just as judicious employment of minors may eliminate this problem for others. School officials are permitted and encouraged to exericse reasonable judgment in such cases.

Draft cards and driver's licenses are NOT to be considered as legal proof of age.*

It is important for school authorities concerned with the issuance of age and schooling certificates and the employment of minors to clarify to personnel involved with school sponsored work experiences that students do need work permits properly issued as a protection for the minor, employer and the school.

Laws affecting employment are complex and subject to change. Therefore, the wise coordinator will not make authoritative statements on legal questions, but will consult with or recommend that the employer seeks out the authorities on such matters. Request for publications or information relative to the employment of minors should be directed to:

Chief
Division of Minimum Wage, Women and Minors
Ohio Department of Industrial Relations
220 South Parsons Avenue
Columbus, Ohio 43215

Requests for publications or information relative to the federal regulations concerning the employment of minors should be directed to:

Exemptions Analyst
U.S. Department of Labor
Wage and Hour and Public Contracts Division
219 South Dearborn Street
Chicago, Illinois 60604

The following form is furnished employers as a guide or sample and may be duplicated by any employer. This form should be prepared in duplicate and signed by both the employer and the minor, one copy to be given to the minor and the other copy to be retained by the employer in the personnel file of said minor.

SAMPLE MINOR AGREEMENT

Employer: _____ Date: _____

has employed _____, a minor who is under 21 years of age and agrees that said minor shall be paid at the rate of $_____ per hour, for _____ hours a week. We also have on file working certificate for said minor if under 18.

Date of birth: _____

Minor: _____

Owner or Official: _____

* Scott, H. L., *Ohio School Attendance Handbook,* pp. ix-x, State of Ohio Department of Education, 1971.

The following are sample forms that could be used to collect necessary information about the student and the training station.

PUPIL INFORMATION SHEET

School _____

Name _____ D.O.B. _____ Gr. _____

Address _____ Phone _____

Parents: Father _____ Mother _____

Parents Occ. _____

Phys. Qual.: Ht. _____ Wt. _____ Handicap _____

Job Preference: 1. _____ 2. _____ 3. _____

Transportation: Drives _____ Bus _____ Other _____

Parental Consent: Work in Sch. _____ Community _____

Work Experience _____

JOB PLACEMENT CARD

Firm _____

Contact _____ / Phone _____

Address _____

Job Description _____

_____

Working Condition (Rating) _____

Pay _____ Hours _____ No. of Employees _____

Willing to Hire _____ Number _____

Employee Qualification for the Job _____

_____

Personal Reactions: _____

_____

EVALUATION FOR EMPLOYABILITY

Student's Name _____ Date completed _____

Profile completed by _____

School _____

Item	Satisfactory	Unsatisfactory	Example of unsatisfactory performance
Ability to follow simple directions			
Ability to follow a series of directions			
Ability to take orders and follow established rules			
Ability to improve from criticisms and corrections			
Ability to accept criticism and corrections			
Ability to maintain an even disposition			
Ability to accept changes (flexibility)			
Ability to get along with fellow employees/students			
Willingness to accept help when it is needed			
Sense of Responsibility			
Sense of Initiative			
Personal neatness			
Obedience			
Trustworthiness			
Courteousness			
Punctuality			
Knowledge of safety habits			
General Work Habits			

Chapter IV

Instructional Objectives For Work-Study

Primary — High School — Preoccupational Training

It is widely accepted that in order for work-study to be effective the EMR program must include as an integral part of the total curriculum (primary through high school) guidance and training in the development of occupational skills. This need is emphasized in the *Illinois Report for the 1960 White House Conference on Children and Youth.* This report indicates that although job decisions and preparation are typically the concern of young adults, many earlier decisions have been made that influence or limit vocational choice.*

Recognizing the need for the sequential development of occupational skills from primary through high school is an important step to insuring vocational competency. However, the introduction and implementation of appropriate occupational objectives into the curriculum for EMR students is the key factor.

Most major curriculum guides for the EMR provide many suggestions, ideas and activities related to teaching occupational skills. But the task of writing appropriate instructional objectives that can be measured behaviorally has remained the job of the individual teacher. It has been suggested that because of the vagueness of instructional objectives teachers have been unable to plan adequately a systematic occupational orientation phase of the EMR curriculum. Accordingly Mager states, "When clearly defined goals are lacking, it is impossible to evaluate a course or program efficiently, and there is no sound basis for selecting appropriate materials, content or instructional methods."* Mager also suggests that a measurable objective should:

1. Define the behavior intended as part of the instruction
2. Include conditions under which the behavior is to occur
3. Establish criterion of acceptable performance

The following objectives are samples taken from the "Learning To Earn A Living Section" (Rough Draft #2) of the "ESEA Title III Program Models for EMR Students Project", Mentor Exempted Village School District.

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* Illinois Committee for the 1960 White House Conference on Children and Youth, *Children and Youth in Illinois* (Springfield, Ill.: Commission on Children, February 1960).

* Mager, Robert F., *Preparing Instructional Objectives,* Fearon Publishers, Palo Alto, California, 1962, p. 3.

Primary Level Objectives:

After being shown a picture of a fireman, the student will state at least two ways the fireman helps people including (1) putting out fires, and (2) helping prevent fires.

Given 10 pictures of school and community helpers such as policeman, fireman, mailman, janitor, nurse, teacher, doctor, dentist, minister, and bus driver, the student will orally identify each of them correctly.

Given an oral direction by the teacher to state his address, the child states his address (street name and number or box and route numbers) correctly, distinctly, and without hesitation 100% of the time.

Given the oral direction to provide the following information: name, address, city, state, telephone number, and birth date, the student will correctly provide the information by printing it on a blank sheet of paper, independently, from memory within a five minute time period.

Given a written message with the instruction to deliver it to a specific person or place, the student will deliver the message to the person or place and will return to the classroom promptly and independently.

Given 10 pictures of school and community helpers, such as policeman, fireman, mailman, janitor, nurse, teacher, doctor, dentist, minister, and bus driver, the student will independently and orally describe one job duty of each.

Given the assigned classroom job of washing the blackboards for the period of one week, the student will correctly wash the blackboards each day of the week, once a day, without direction from the teacher.

Intermediate Level Objectives:

Given a picture of a worker applying for a job who is well groomed, and one who is poorly groomed, the student will name at least four differences between the grooming of the men.

1. shoes (shined and dirty)
2. hair (combed and uncombed)
3. shirt tail (in and out)
4. pants (pressed and unpressed)

Given a bulletin board chart listing names of pupils with their job assignments, the student will point to his name and state his job.

Given the number of evenings the student worked after school, and the pay he received each evening, the student will find the exact amount of money he made for the work.

Given one of the five jobs listed below and a time limit, the student will complete the given job within the time limit.

1. wash chalk board—15 minutes
2. run short errand—5 minutes
3. sweep classroom floor—15 minutes

4. dust class furniture—20 minutes
5. mop classroom floor—30 minutes

Given a list of home jobs, the student will underline three that he feels he likes to do.

1. wash car
2. mow lawn
3. babysit
4. cook
5. sew
6. repair things
7. garden or farm
8. care for animals
9. clean house
10. work on car
11. build things

Given a list of work situations, the student will select one situation and name three personal characteristics needed to perform the job.

1. newspaper delivery boy—on time, to work every day, honest
2. babysitting—honest, alert, dependable
3. grocery delivery boy—honest, dependable, fast
4. helping with housework—honest, want to do a good job, dependable
5. school patrol—get along, dependable, conscientious

When asked to name 5 things that a good worker must do, the student will name the following:

1. be on time
2. come everyday
3. follow directions
4. do the work well
5. get along with others

Junior High Level Objectives:

Having asked an adult (parents) to tell him about the work they do to make a living, the student will orally tell or write a short paragraph explaining the following:

1. what work his parents do
2. how many hours they work
3. what kind of clothes they wear on the job
4. who tells them what to do on the job
5. how many people work with them
6. how their work helps others
7. kinds of tools they use
8. special training needed

When asked, the student will state the procedures for getting a work permit.

1. apply for cards at counselor's office
2. get both sides of the two cards filled out completely
   (a) school — i.e. counselor
   (b) physician — i.e. county nurse
   (c) parents
   (d) prospective employer
3. turn in completed card and verification of birth (birth certificate or baptismal record to superintendent's office)
4. sign name to three copies of application form at superintendent's office

Given this list of words taken from a paycheck stub, and a list of their definitions: the student will correctly match each of the definitions with the appropriate term.

1. gross pay	1. taxes paid to local community
2. net pay	2. total entire pay with no deductions
3. insurance	3. pay after deductions have been made
4. social security	4. being insured against accidental death
5. union dues	5. money placed toward union membership
6. F.I.T.	6. federal income tax
7. rate	7. how much money paid for one hour of work
8. local taxes	8. a federal system of old age, unemployment and disability insurance

Given this list of common work hour shifts:

7 a.m. — 3 p.m.	3 p.m. — 11 p.m.
8 a.m. — 4 p.m.	4 p.m. — 12 a.m.
11 p.m. — 7 a.m.	9 a.m. — 5 p.m.
12 a.m. — 8 a.m.	

the student will orally match these as to "day", "afternoon" and "midnight" shifts with 100% accuracy.

Given the following list of possible work habits, the student will underline 1, 3, 4, 5, 6, 8, 9, 10, and 11 as "good" work habits.

1. arrive to work on time
2. never listen to the boss
3. always do what the boss tells you to do
4. do your work neatly
5. always take pride in your work
6. listen to instructions from the boss
7. do your work in a sloppy way
8. always wear the proper clothes
9. keep your hands to yourself
10. keep your body clean and smelling good
11. wear a hair net when needed

Given an assigned task within the school setting: messenger, school lunch room, office help, supply room, classroom helper, library helper, or custodial helper, the student will successfully do that job for at least three weeks.

Having made a time card like the one he saw at a local business on a field trip, having correctly marked the card each time he came in or left the classroom for a week, and having computed the hours spent in the classroom, the student, given a $1.00/hour wage will figure how much money he made in one week for his classroom time.

Senior High Level Objectives:

When asked, the student will state the procedures for acquiring a lost social security card.

1. call the nearest social security office
2. ask for a "lost social security information card" to be sent to the student's home address
3. upon receipt of "lost social security information card" the student is to fill out and put in return mail.

Given the following situations concerning the computation of gross pay the student will compute each situation listed correctly

1. $1.00 per hour for 15 hours
2. $1.45 per hour for 22 hours plus 1500 pieces @ 2¢ each
3. $1.65 per hour for 32 hours plus 8 hours overtime @ time ½
4. $1.50 per hour for 40 hours plus 4 hours overtime @ doubletime
5. $2.25 per hour for 40 hours plus 8 hours overtime @ time ½ plus 8 hours @ doubletime plus 2500 pieces @ 3¢ each

When asked, the student will state at least four resources he could use to find a full time job.

1. newspaper
2. state employment service
3. private employment agency
4. friends
5. relatives
6. door to door canvassing

Given three applications from local industry the student must, within one class period, fill out the following sections without any errors in spelling or information.

1. name
2. address
3. Social Security number
4. references
5. schooling

When asked by the employer in school or community, the student-employee will correctly complete each assigned task with the evaluation by the employer as part of the written report to the school at the end of each six weeks period.

Chapter V

Work Study Guidelines

Some Implications for Administrators In Work-Study Development

Involvement in the Program—A school superintendent's signature to the application for unit approval for funding purposes under the state foundation program involves him in the program. This signature represents a promise to uphold state standards for quality education and a sincere indication of dedication to the philosophy of "providing education which encourages all students to grow to the maximum of their individual ability."

Involvement in the school work-study program goes even more deeply than this, however, and continues the year round. Superintendents need to develop policies regarding the responsibilities of the work-study coordinator, scheduling students, awarding of credits toward graduation and generally keeping informed on program progress, problems and needs.

The superintendent is a key person in the development of a work-study program which is accepted throughout the school system and the community as a worthy segment of the educational offerings of that district. His acceptance, rejection, or even compliance will be mirrored by all those with whom he comes in contact, whether directly or indirectly. In school systems where administrative understanding and support of the program are high, there is generally found an equally high quality of program in terms of providing maximum opportunities for children and acceptance and support from others.

Criteria for Selection—The work-study coordinator is a representative of the school to the community (parents, civic organizations, prospective employers), and therefore it is expected that the program will be judged largely by the impression which the coordinator conveys to those with whom he comes in contact.

Realizing the importance of the selection of an effective work-study coordinator for the program, a survey was conducted of a representative sampling of administrators, directors and veteran work-study coordinators regarding the questions of qualifications. It was found that, generally, successful coordinators met all or part of the following criteria:

1. One or more years of classroom teaching experience with the educable mentally retarded
2. Completion of the pattern prescribed for certification
3. Some occupational experience other than in education
4. The ability to relate favorably to adults as well as educable mentally retarded students

5. The capability to function effectively in a relatively non-structured situation

Funding—As work-study programs become larger, it is advisable to assign a person full-time as work-study coordinator. State Board of Education Standards, through the Ohio School Foundation Program, provide for funding of a full-time coordinator as a unit in the EMR program. Following is a copy of the Divisional Policies:

Approval of Full-Time Work-Study Coordinator Units

(State Board of Education Excerpt)

EDb-215-07 (A) (5)

(5) A work-study coordinator who works full time with administrators, school staff, parents, pupils and the business community on problems relating to the job training and adjustment of EMR senior high school students may be considered for approval as a full unit.

(a) Approval of such units shall be based upon a plan submitted in advance to the Division of Special Education.

(b) Two or more districts or high schools may share an approved unit for work-study coordination.

Application for approval of a full-time work-study coordinator unit in educable mentally retarded will be approved provided the following criteria can be met:

(a) There are approximately 50 Educable Mentally Retarded pupils involved in the community phase of the work-study program;

(b) The coordinator will have completed the pattern prescribed for certification in Educable Mentally Retarded children.

Teacher-coordinator units are not funded separately as a teaching unit and a coordinating unit; but are considered as one teaching unit only.

Extended Summer Service—Funds are also available, under the State Foundation Program, for extended service assistance to local schools in their endeavor to maintain services of the coordinator during the summer months.

School Districts with Various Work-Study Programs—In school systems where more than one type of work program is in operation (e.g. business education, diversified cooperative training, occupational work experience, work-study), the school administrator should encourage a close working relationship among the various program work coordinators. This relationship can be expected to grow only when the programs are clearly defined. Conflicts between work programs must be resolved to the best interests of the student.

Centralizing of the several work program coordinators in one office location has proven most beneficial for some school districts. In such an environment coordinators tended to relate more effectively, recognize the professional bond, and freely share appropriate job leads identified. They even helped promote each other's programs whenever the opportunity arose.

Establishing geographic boundaries within an area for different types of school work programs is considered *unrealistic* in terms of the diversity in locations of skilled, semi-skilled and unskilled employment opportunities from which each of the various programs must draw.

Where Work-Study Programs Overlap School Districts—When there are several work-study programs for the EMR in a geographic area, competition between school districts for work stations may evolve. This competition can result in a duplication of employer contacts thereby creating negative attitudes about work experience programs. One approach used in avoiding this situation has been the establishment of an area work-study coordinator. The area work-study coordinator can:

1. Serve as a resource for administrators, teachers, work-study coordinators and the community.
2. Assist district staffs in acquiring the specialized services of community agencies to help meet individual pupil and family needs
3. Serve on boards, commissions and committees engaged in area-wide planning for the adolescent and the adult mentally retarded
4. Establish a central clearing house for job opportunities
5. Maintain an information distribution center to disperse communiques from the state and federal offices on working and labor information
6. Establish on-going post-graduation follow up procedures and instruments
7. Develop in-service training programs for coordinators
8. Help establish unified comprehensive record keeping procedures and instruments for secondary Educable Mentally Retarded Programs

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